

SCHOOL-HOME LINKS

Reading Kit

Third Grade Activities

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Acknowledgements

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Teams of teachers at the kindergarten through third-grade levels developed the *School-Home Links Reading Kit*. One team coordinated by Mary Russo and Jonna Casey of the Boston Annenberg Challenge included Margaret Sands, Kathleen Baron, and Crystal English of the Mason School in Boston. Another team coordinated by Ellie Topolovac, superintendent of Solana Beach School District in California, included Susana Baum, Janet Brice, Jamie Crowley, Rhona Grant, Deborah Hays, Cristy Maxcy, Marla Sammulu, David Topolovac, and Patricia Totina. Selected activities were adapted or reprinted with permission from *How to Tutor Your Child in Reading and Writing* (1998), published by the Educational Resources Information Center (ERIC) Clearinghouse on Reading English and Communication at Indiana University and the Family Learning Association, and *Spelling By Writing* (1998) by Carl Smith, published by ERIC and the Family Learning Association. Susana Bonis, Shira Herman, Alex Campbell, Sandra Richardson, and Azalea Saunders provided editing and formatting assistance. Alan Ginsburg and Susan Thompson-Hoffman coordinated the overall effort. These materials were extensively reviewed by teams of parents, teachers, and administrators and by participants at the 1998 Improving America's Schools Act and Title 1 Parents' Conferences. The McFarland & Associates education consultant firm (Drs. Brenda J. Green, Barbara W. Milton, and Mr. Larry Haworth) worked on and assigned the Maryland Standards to each activity with consultation from the Maryland State Department of Education's Reading Specialist (Ms. Michele Goady).

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INTRODUCTION

A Word to Families and Tutors About the Use of the School-Home Links Activities

Research tells us that when family members work with their child on school work and become involved in their child's school, their child is more likely to succeed in school. Whether you are a family member, extended family member, or a learning partner/ tutor, working with your child to support work done at school can make a real difference!

The School-Home Links activities provided in this kit are keyed directly to reading activities that teachers typically do with children in school. These activities are directly linked to the Maryland State Reading Standards. These School-Home Links provide your family with an extra opportunity for more learning at home.

The School-Home Links are intended to be family activities. Your child will need your support in completing these activities. Most of the activities are not meant to be done alone. Remember that every child learns at his or her own speed, and most children learn within three-year developmental periods. Some children acquire the skills of a developmental period early, others will take longer and may need to work harder. This means your child may find the School-Home Links very easy, or on grade level, or difficult, depending upon your child's rate of growth. Wherever your child is, when you work with your child daily on the School-Home Links and similar reading activities, you can help your child grow steadily in reading and improve important skills.

Here are some tips for working on the School-Home Links activities:

- Start each School-Home Links activity time by reading the boxed note to you from the teacher, starting "Dear Family." This note tells you what your child is learning in school, if your child's teacher sends the activity home, and the purpose of doing the School-Home Links activity at home.
- Next read the directions for the activity. If the directions are addressed to you, work with your child on the School-Home Links as suggested. If the directions are written to your child, read them out loud to your child, unless your child can read them alone. After all, the more practice your child gets reading, the better a reader your child will be.
- If you or your child would like extra support, ask your child's teacher to work with your child in school and also assign a learning partner or tutor who can meet regularly with your child after school. There are many community organizations, such as your local library, that can provide tutors.

-
- Provide any comments you may have about your child's reading work or work on the Home Links at the bottom or back of the School-Home Links. This information can help your child's teacher adjust the level of the Home Links or provide in-school help to better meet your child's needs.
 - Each School-Home Links activity ends with a space for your child to sign the page, showing he or she has worked on the activity, and a space for you to sign the page, showing that you have worked with your child on the activity.
 - Finally, the time you spend helping your child to read and write now is a gift for a lifetime! Reading is the foundation for all other knowledge!

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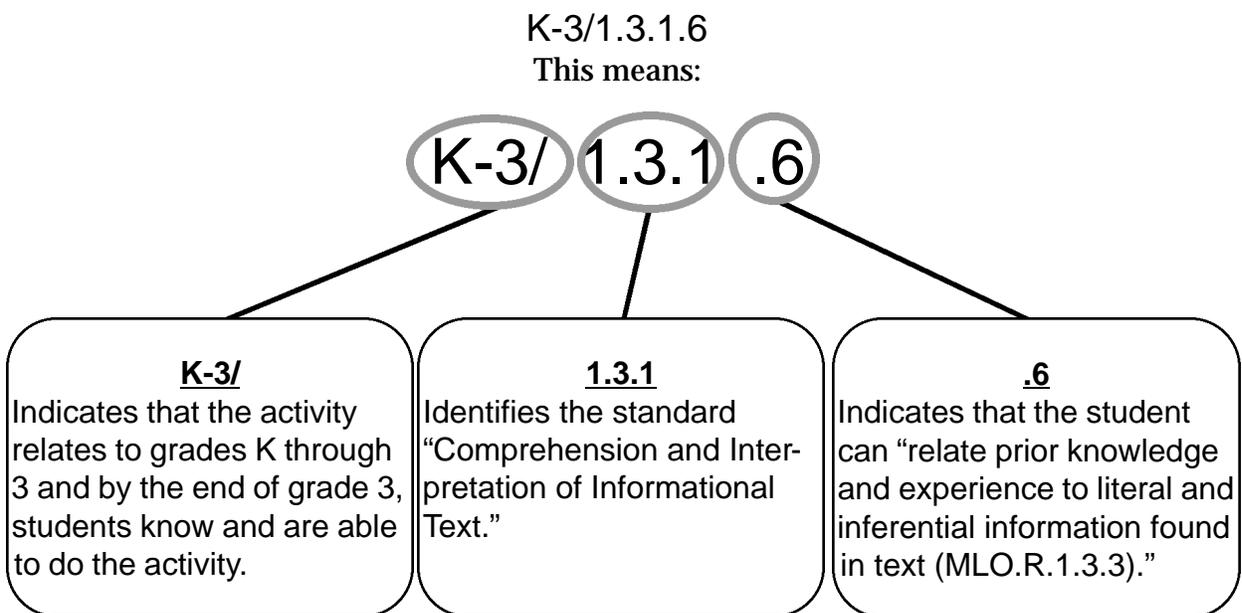
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Home-Link Activity Locator

Third Grade

Each discipline in Maryland has a state-mandated framework required by law, and the Home-Links Activities comply with the English Language Arts curricula framework. This framework is known as the Maryland State Standards, and the Home-Link Activities are identified with the Reading guidelines. Thus, each exercise in the Home-Links Activities relates to a **Maryland State Reading Standard**. A **Maryland State Reading Standard** will be found at the bottom of each activity page. The English Language Arts includes four processes, which are: reading, writing, listening, and speaking. These four process areas have two contents: language and literature. All six of these areas have been utilized throughout the exercises in this document. The numbering that you will see at the bottom of the page identifies the appropriate **Maryland State Reading Standard**. For example, what you will see is a number like:



As a result of the Reading Standards, the Maryland Department of Education established Maryland Learning Outcomes for Reading (MLO.R) that serve as the bases for Maryland school performance assessment at grades 3, 5, and 8. Together, the reading Standards and Maryland Learning Outcomes clearly define for the Maryland community what students must know about the reading in Kindergarten through Third grade.

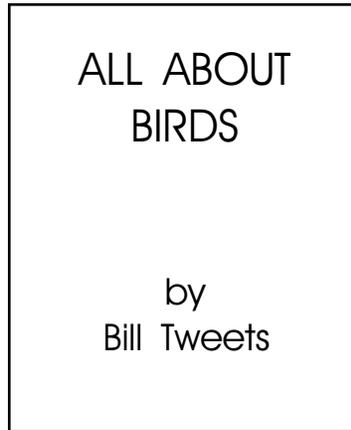
We have established a Home-Link Activity Locator to assist teachers, parents, and tutors to identify which activity relates directly to a Maryland State Reading Standard and Maryland Learning Outcome. We hope this activity locator will provide you with immediate access to a standard that you may desire to assign an activity.

SCHOOL-HOME LINKS

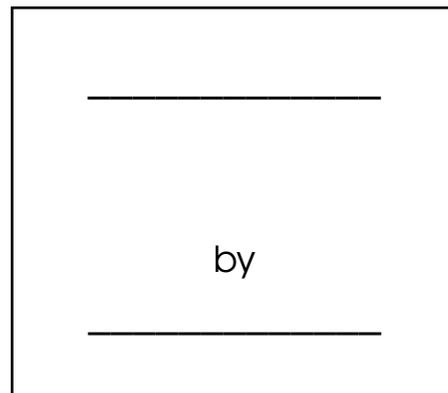
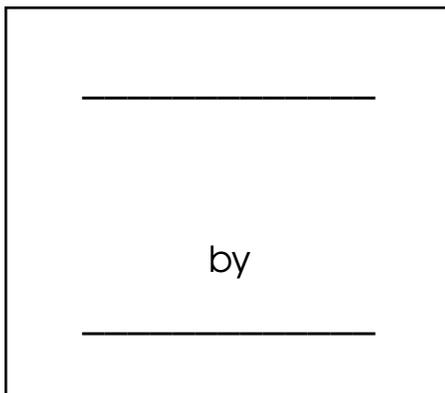
Child's name _____

Dear Family, Your child is learning about the different parts of a book, including the title page.

The title page tells the name of the book (title) and the name of the person (author) who wrote the book.



- Find two books at home or school.
- Copy the titles and authors onto the blank title pages below:



Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.2 Identify the front and back covers and title page of a book. K-3/1.3.1.6 Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4).

SCHOOL-TIME LINKS

Child's name _____

Dear Family, Your child is learning about the different parts of a book, including the table of contents.

The **table of contents** lists the names of the chapters in the book and the page on which each chapter begins. Chapter names, or headings, tell what each chapter is about. The **table of contents** also lists the page numbers where you can find the chapters or information you want.

All About Birds	
Table of Contents	
1. Prehistoric Birds	8
2. Birds of America	17
3. Birds as Pets	23
4. Endangered Birds.....	41
5. Bird Nests	62
6. Glossary	70

Use the sample **table of contents above** to answer these questions:

1. What is the name of the chapter that begins on page 41?

2. Where would you look to find more about a hummingbird's nest?

3. Where would you look to find more about the American eagle?

4. You want to teach a canary to sing. Where would you look?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about the different parts of a book, including the glossary.

A **glossary** is usually found at the end of a book. The **glossary** lists special words from the book. It tells what the words mean. It also tells how to pronounce each word.

GLOSSARY

aviary (a • ve • er • e) - a large cage where birds live.

birds (burdz) - a group of warm-blooded animals with two wings, two legs, and feathers.

hummingbird (hum • ing • burd) - the world's smallest bird.

nest (nest) - a place where a bird lays its eggs.

Use the glossary above to answer the questions below:

1. Where does a bird lay its eggs?

2. What is an aviary? _____

3. How many syllables are in the word "hummingbird"?

4. List three things birds have.

Child's signature _____

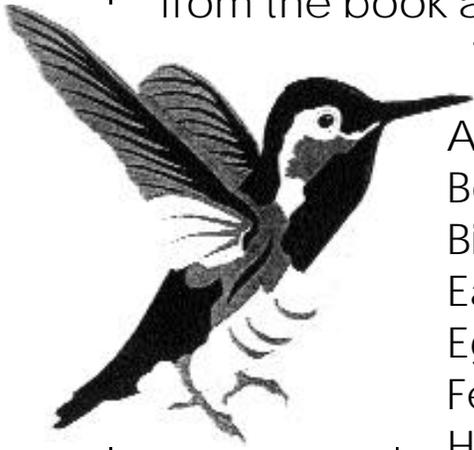
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about the different parts of a book, including the index.

An **index** is found at the back of the book. It lists many words from the book and the pages where you will find the words.



INDEX

Aviary	6
Beaks	10
Birds	3, 10, 12, 15, 20, 52, 61
Eagles	61
Eggs	20
Feathers	12
Hummingbirds	52
Glossary	100
Nests	16
Wings	14

Use the **index** above to answer these questions:

5. On what page would you look to find out more about **wings**? _____

6. What bird is on page **52**? _____

7. What two bird homes are found on pages **6** and **16**?

8. What part of the book starts on page **100**?

Child's signature _____

Parent's (Learning Partner's) signature _____

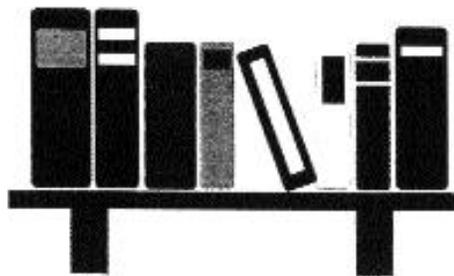
SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about the use of different parts of a book.

Match the words to the correct meanings by writing the matching number on the correct line:

- | | | |
|----------------------|----------|---|
| 1. table of contents | <u>5</u> | tells what each chapter is going to be about |
| 2. title page | _____ | tells words and their meanings |
| 3. glossary | _____ | at the front of the book, lists the chapters and page numbers |
| 4. index | _____ | at the back of the book, tells where to look for information |
| 5. chapter heading | _____ | tells the title and author of the book |



Child's signature _____

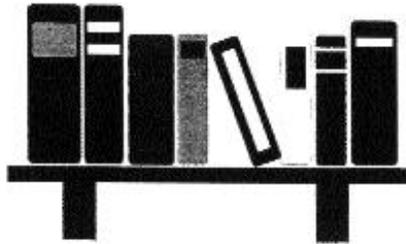
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to tell the difference between fiction and nonfiction.

Fiction is a story that is about make-believe people and animals.
Nonfiction is writing that is about true people and events.



- Write an X on the correct line for each book.

	Fiction	Nonfiction	Other
1. Frogs and Toads	_____	_____	_____
2. Moon Monsters	_____	_____	_____
3. Rocks and Minerals	_____	_____	_____
4. The Kids' Cookbook	_____	_____	_____
5. My First Dictionary	_____	_____	_____
6. The Adventures of Pirate Pete	_____	_____	_____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-TO-GO LINKS

Child's name _____

Dear Family, Your child is learning to use a dictionary.

A dictionary is a book of words. The words are in ABC order. A dictionary tells how to say words and what the words mean.

Halloween

Halloween-a holiday celebrated on October 31. observed by dressing up in costumes and trick-or-treating

hamburger-1. a sandwich made of a ground beef patty in a round bun; 2. ground beef

hamster-a small, furry rodent

hay

handkerchief-a small cloth children use for blowing the nose or wiping the eyes

happy-a good feeling; the opposite of sad

hay-grass that is dried; can be fed to cows and horses

- Use the index to answer the questions:

1. Could the word **heart** be on this dictionary page?

2. What does the word **happy** mean?

3. **Halloween** is always on what day of the year?

4. What are the two meanings for the word **hamburger**?

Child's signature _____

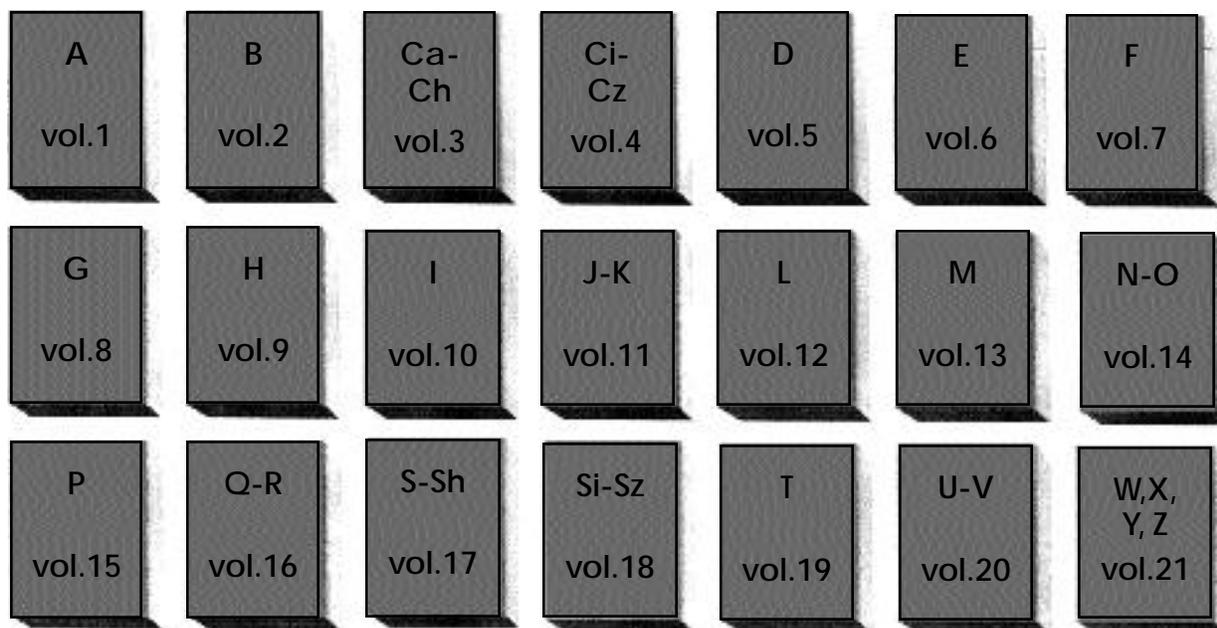
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to use an encyclopedia.

An **encyclopedia** is a book of information. Usually, the information is in a set of books. The information is put in ABC order. Each book is called a volume.



1. Which volume (vol.) has information on **airplanes**? _____
2. Which volume has information on **cats**? _____
3. Which volume has information on **Ohio**? _____
4. Which volume has information on **sugar**? _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about a special kind of writing called poetry.

There are many kinds of books to read. **Poetry** books contain **poems**. **Poems** use language in a special way. Poems look and sound different from other writing. Some poetry has rhyming or repeating sounds.

- Choose a **poetry** book from home, school, or the library.
- Copy a **poem** from the book or write one of your own.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about a special kind of book called a biography.

There are many kinds of books to read. A **biography** is a book that tells the true story of a person's life, written by another person. A **biography** can be about someone who is living now or who lived long ago.

Here are some **biographies**:



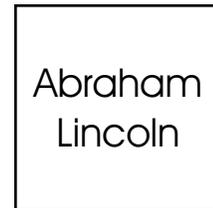
Athlete



Entertainer



World Leader



U.S. President

In which biography would you find:

Who plays basketball? _____

Who lives in England? _____

Who was the 16th president? _____

Who has a TV show? _____

Whose **biography** would you like to read?

Whose **biography** have you already read?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about a special book called an autobiography.

There are many kinds of books to read. An autobiography is the true story of a person's life, written by the person himself or herself.

- On the lines below, write A for autobiography, B for biography, or N for neither.

My
Life Story

By
Oprah Winfrey

All About the
United States
Presidents

By
John Mason

My
Life on Ice

By
Tara Lipinski

Martin Luther
King, Jr.

By
Ann Smith

Rocks &
Minerals

By
Bill Ding

How to Ride
a Horse

By
Savannah
Hoffman

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about special stories called tall tales.

There are many kinds of books to read. **Tall tales** take real-life stories and make them funny by stretching the truth. A **tall tale** must have a hero who has an adventure. Someone else, not the hero, tells the story.

- Choose two tall tales to read from home, school, or the library. Paul Bunyan and Johnny Appleseed are tall tales.
- Fill in the box below:

Tall tale	Hero's name	Hero's problem
Johnny Appleseed	Johnny	There was not enough fruit for the pioneers.
1. _____	_____	_____ _____
2. _____	_____	_____ _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to use an atlas.

An atlas is a special book of maps. Maps show where countries and cities are located. Maps can also show mountains, lakes, rivers, and valleys. Maps can show where people live. Maps can show how much rain a country gets.

- Can you find these things in an atlas? Write Yes or No on the lines.

_____The capital city of Japan?

_____The number of countries in Africa?

_____Where to buy a newspaper?

_____The names of the Presidents of the United States?

_____The longest river in South America?

_____The tallest mountain in Mexico?

_____The size of the sun?

Child's signature _____

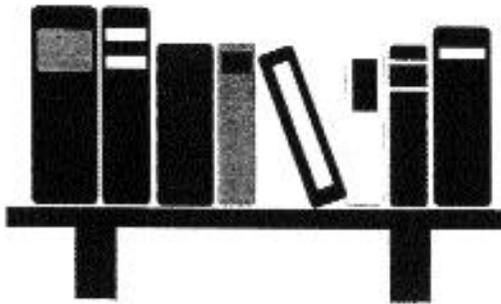
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about many types of books and their special uses.

You have learned about fiction, encyclopedias, and atlases.



- Tell where you would look to find the information you need below. Write **F** for fiction, **E** for encyclopedia, or **A** for atlas on each line below:

_____ Where jaguars live

_____ A map of Africa

_____ The characters in Chapter 1

_____ The tallest mountain in the world

_____ The population of Kansas

_____ All about President Andrew Jackson

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that chapters are meaningful, organized parts of books.

A book can be made up of short parts called **chapters**. Chapters are listed in the table of contents.

<p style="text-align: center;">Favorite Fairy Tales</p> <p style="text-align: center;">By The Brothers Grimm</p>

Table Of Contents	
<u>Chapter</u>	<u>Page</u>
1. Cinderella	3
2. Hansel & Gretel	7
3. Sleeping Beauty	14
4. Snow White	21

- Can the books below have chapters? Write Yes or No on the lines.

Kids' Cookbook

Fairy Tales

Rocks & Minerals

Dictionary

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that many words have the same endings.

- Read the words in the box.

night	mail	bright	nail
leak	fright	speak	weak
blow	sail	slow	grow

- Write the words below that have the same parts of words as the words in the box.



-ight

light



-eak

beak



-ail

pail



-ow

bow

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that a noun names people, places, and things.

- A **noun** is a word that names people, places, and things.
- Read the names in the word list:

mother	chair	girl	city
room	house	street	teacher
book	father	table	door

- Organize the nouns below. Show whether the noun names a person, a place, or a thing:

Person

Place

Thing

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including: sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage (e.g., subject/verb agreement by number) (MLO.L.1.1).

Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that verbs describe actions that tell what someone does.

- **Verbs** describe actions that tell what someone does. Run, jump, play, and see are all verbs.
- In the sentences below, underline the verbs:

1. We play baseball.
2. She found her books.
3. They danced on Friday night.
4. Savannah played with her new puppy.
5. Bob rides his bicycle.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including: sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage (e.g., subject/verb agreement by number) (MLO.L.1.1).

Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that an adjective describes a person, place or thing.

- An **adjective** describes a person, place, or a thing. For example, **happy** is an adjective in the phrase "the **happy** girl," because it describes how the girl feels.
- Using adjectives, fill in the blanks below:

1. the _____ baby

2. the _____ dog

3. Jane's _____ mother

4. Phil's _____ truck

5. David's _____ room

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including: sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage (e.g., subject/verb agreement by number) (MLO.L.1.1).

Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to identify the subject in a sentence.

- A sentence has two parts, the **subject** and the **predicate**. The **subject** in the sentence tells who is doing something or what the sentence is about. In " **John** is my best friend," **John** is the subject because the sentence is about John.
- Underline the subject of each sentence below:

Sand is blowing in my face.

The kitchen sink was dripping water on the floor.

The school band played in the parade.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including: sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage (e.g., subject/verb agreement by number) (MLO.L.1.1).

Adapted from *Snelling By Writing*, Carl Smith, Family Learning Association, 1998.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to identify the predicate in a sentence.

- Every sentence has a **subject** and a **predicate**. The **predicate** tells what the subject is doing, or gives more information about it. The predicate must include a verb, but it can contain other words, too.

In the sentence, "Jane ate the cookies," **ate the cookies** is the predicate because it tells what Jane is doing.

- Underline the predicate in the sentences below:

1. Our team won the game.
2. We ran all the way home.
3. David loves his dog Fergie.
4. Mary and I danced in our ballet class.
5. Clark likes to build houses.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including: sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage e.g., subject/verb agreement by number) (MLO.L.1.1).

Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words that have two to four syllables.

To help you read a word you don't know, you can divide it into sections called **syllables**. Every **syllable** has a vowel.

Example: pump • kin



Pumpkin has two vowels and two **syllables**. You can sound out **pump** and **kin** to make **pumpkin**.

- Try reading the list of words below. Break up each word into **syllables**, as you read.

better yesterday between another

anything children together today

always remember because summer

- **More Fun:** Draw lines to separate the **syllables** in the words above.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read compound words, which are two or more words put together, like sand-box.

Sometimes two or more words are put together to make a new word. For example, **sand** + **box** makes **sandbox**. This is a **compound word**.

- Practice reading the word list below. Then draw a line between the words that make up the **compound word**.

Example:

sand/box

roadrunner

afternoon

breakfast

bathtub

textbook

summertime

- **More Fun:** Look for compound words in books you read.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read compound words, which are two or more words put together.

- Read the compound words below:

airport	basketball	farmhouse
driveway	daydream	railroad
footstep	headlight	paintbrush

- Write the compound word that best fits into each sentence:

1. Can you throw the _____ through the hoop?
2. The old _____ is way out in the country.
3. I had a _____ about flying in the air.
4. The _____ tracks cross the road here.
5. We watched the planes land at the _____.
6. The _____ leads up to the garage.
7. I thought I heard a _____ outside!
8. Use this _____ to paint the porch.
9. The _____ on the train is very bright.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to turn single nouns into plural nouns.

- Some words end with a whistling sound like **bus, glass, bush, and ranch**.
- When a single noun ends with a whistling sound, then add **-es** to form a plural, like **buses**.
- Write the plural noun that fits each sentence.

1. How many _____ did you see? (**bus**)

2. The _____ are clean and sparkling. (**glass**)

3. There are two _____ down the road. (**ranch**)

4. Two big _____ had flat tires. (**bus**)

5. The rain filled all the _____ with water. (**ditch**)

6. All the _____ need to be trimmed. (**bush**)

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including: sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage (e.g., subject/verb agreement by number) (MLO.L.1.1).

Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.

SCHOOL-TIME LINKS

Child's name _____

Dear Family, Your child is learning that verbs can show present and past action.

- **Verbs** are action words. The endings of verbs show whether an action is in the present or the past.
- Verbs that show continuing action end in **-ing** such as:
Are you running to the store?
- Verbs that tell something about what happened in the past end in **-ed** such as:
She stopped by our house yesterday.
- Place the verbs in the list below in present and past tense. Remember to double the last letter before adding the ending.

	<u>Present (-ing)</u>	<u>Past (-ed)</u>
stop	_____	_____
plan	_____	_____
rub	_____	_____
drop	_____	_____
chop	_____	_____
skip	_____	_____

Child's signature _____

Parent's (Learning Partner's) signature _____

Child's name _____

Dear Family, Your child is learning that verbs can show present and past action.

- Read the sentences below.
- Fill in each blank with the correct verb form to show present or past action. Remember to double the last letter before adding the ending.

Present Action:

1. We are _____ the metal to make it shiny.
(rub)
2. Kim is _____ rope on the sidewalk.
(skip)
3. Are you _____ to take a long trip?
(plan)

Past Action:

1. I _____ a lot of wood for the fireplace.
(chop)
2. Who _____ all these books on the floor?
(drop)
3. We _____ the coins until they looked like new.
(rub)

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that verbs can show present and past action.

- The endings of verbs show whether an action is in the present or past.
- In the sentences below use the right verb form to show present or past action.
Use **-ing** to show an action that is continuing in the present.
Use **-ed** to show an action that is in the past.

1. Last week I _____ up my room. **(clean)**

2. Are they still _____ for the rain to stop? **(wait)**

3. My socks are _____ in the sink. **(soak)**

4. I _____ all my money for the pizza. **(use)**

5. The squirrels are _____ each other in the tree. **(chase)**

6. We _____ that everything would be all right. **(hope)**

7. They _____ an hour for the bus to arrive. **(wait)**

8. I am _____ a new kind of pen. **(use)**

9. Dad is _____ out the gutters. **(clean)**

10. I _____ my dog around the yard. **(chase)**

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including: sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage e.g., (subject/verb agreement by number) (MLO.L.1.1).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read contractions.

Contractions are formed when two words are put together to make a new word. In a contraction, one or more letters are left out and an **apostrophe** (') takes their place.

Here are some **contractions**:

can't (can + not)

he'll (he + will)

I've (I + have)

- Practice reading these contractions:

shouldn't (should + not)

won't (will + not)

they're (they + are)

he's (he + is)

wouldn't (would + not)

we'll (we + will)

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read contractions.

Contractions are formed when two words are put together to make a new word. In a contraction, one or more letters are left out and an **apostrophe** (') takes their place.

Here are some **contractions**:

can't (can + not)

he'll (he + will)

I've (I + have)

- Practice reading these contractions:

we're (we + are)

she'll (she + will)

couldn't (could + not)

I'm (I + am)

doesn't (does + not)

here's (here + is)

- **More Fun:** Next to each contraction above, write the letters that have been left out when the contraction is formed.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words that show that things belong to someone or something.

The symbol called an **apostrophe** (') is used to show that something belongs to someone or something. An **apostrophe** followed by the letter s shows what belongs to someone or something.

Examples:

the suit of the clown

the **clown's** suit

the roof of the school

the **school's** roof

the mother of the baby

the **baby's** mother

- Change the following phrases by using an apostrophe and an s ('s) at the end of the correct word.

the trunk of the elephant _____

the school of the town _____

the lights of the city _____

the barn of the farmer _____

the house of the family _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read new words by asking, "Does this word make sense here?" and "Does it sound right?"

Sometimes, you can figure out a new word from the other words in a sentence. You can ask yourself, "**Does the word make sense?**" "**Does it sound right?**" and "**Does it look right?**"

Example: The weather is cold, wet, and foggy.

You already know the words **the, is, cold, wet, and,** and **foggy.** You can guess **weather.**

Remember to ask:

"Does the word make sense here?" Yes

"Does it sound right?" Yes

"Does it look right?" Yes

- Ask yourself these questions as you read the following sentences:

A square has four sides.

A rainbow has red, yellow, and blue colors in it.

The ball is bouncing.

The sun is shining bright.



Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.1 Know and use common (e.g., -ill, -ate) and complex word families to decode unfamiliar words.

K-3/1.3.5.5 Ask clarifying questions concerning essential textual elements of exposition (e.g., why, how) and demonstrate comprehension by pinpointing answers in text.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read new words by asking, "Does this word make sense here?" and "Does it sound right?"

- Ask yourself these questions when figuring out new words while reading:

"Does the word make sense here?"

"Does it sound right?"

"Does it look right?"



- Try reading and understanding (making sense of) these sentences.
 1. The puppy is a young dog.
 2. The ocean is big, blue, and has waves.
 3. A person who fixes your teeth is a dentist.
 4. You need money to buy a car.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.1 Know and use common (e.g., -ill, -ate) and complex word families to decode unfamiliar words. K-3/1.3.5.5 Ask clarifying questions concerning essential textual elements of exposition (e.g., why, how) and demonstrate comprehension by pinpointing answers in text.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words with many syllables by looking at the beginning of the long word.

To read a new word, look at its parts.

Remember, the **root word** is the main part. The **prefix** is the part in front of the root word.

- Try reading the list below:

im • perfect

bio • graphy

micro • phone

il • legal

tele • phone

auto • mobile

- **More Fun:** What other words begin with the prefix auto?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words with many syllables by looking at the end of the long word.

To read a new word, look at its parts. The **root word** is the main part. The **suffix** is the part that follows the root word.

- Try reading the list below:

marri • age

color • ful

instruct • or

imagin • ary

success • ful

illustra • tion

free • dom

- **More Fun:** What other words can you list that end with the suffix "or"?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read more common words like “always,” “might,” and “through.”

Reading all of the time will help you to be able to read more words.

- Read these words:

here	everywhere
nothing	enough
might	around
always	there
through	another

- Read the poem **“Kittens”**:

Kittens here,
Kittens there,
Kittens, kittens everywhere.

Climbing up,
Climbing down,
Climbing up and around the chair,
Leaving nothing but hair everywhere.

Enough, enough, thinks Mother Cat.
Might we cuddle and have a chat?



Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read more sentences with fewer mistakes.

“The more you read, the better you read, so read, read, read!”

Traditional Rhymes and Action Chants Anthology
By Nellie Edge, 1992



- Read the story below to yourself two times. Then read it to someone else.

Janet's Books

Janet is a girl in third grade. She loves to read books everyday. She reads books for her teacher at school. She reads books to her little brother at home. She reads books every night before she goes to bed. She reads newspapers and magazines. She reads a cookbook when she wants to bake cookies. She reads a dictionary when she needs to know how to say or spell a word. She reads the telephone book when she wants to call a friend. Sunday was Janet's birthday. Can you guess what she wanted for her birthday? Yes ... a new book!

Child's signature _____

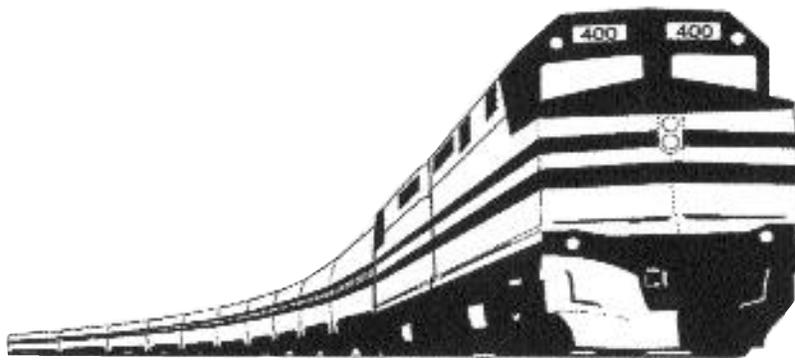
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read sentences with feeling.

- Read the sentences below. Make the words sound like real talking.



1. Hurry up! We'll be late for the train.
2. Oh, what beautiful red roses!
3. Will you help me find my other shoe?
4. Look, I found five dollars in my pocket!
5. Please pick up the trash and put it in the basket.
6. Did you brush your teeth after eating the candy?

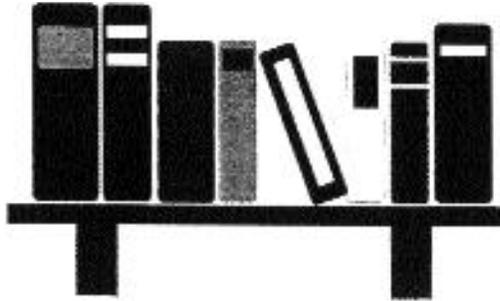
Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read silently on his or her own.



- Ask yourself these questions. The answers will help you choose what kind of books you like to read.

	Yes	No
1. Do you like fiction (make-believe) books?	_____	_____
2. Do you like nonfiction (true books)?	_____	_____
3. Do you like chapter books?	_____	_____
4. Do you like adventure and mystery?	_____	_____
5. Do you have a dictionary?	_____	_____
6. How many books do you have?	_____	
	(a number)	

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell familiar words.

These are words third-graders need to know how to spell:

about	because
again	could
always	enough
another	every
around	found

1. Fold a piece of paper into thirds.
2. On the left side of the paper, number from 1 to 10. Write A, B, C at the top.
3. In column A, write the 10 words from the list.
4. Fold column A over column B.
5. Have your family say the 10 words, one at a time, while you write the words in column C.
6. Unfold the paper and check your spellings from column C with the correct spellings in column A.
7. Rewrite any words you missed in column B.
8. Repeat the activity until you know all 10 words.

	A		B		C
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell familiar words.

These are words third-graders need to know how to spell:

from	light
heard	little
high	many
know	might
leave	more

1. Fold a piece of paper into thirds.
2. On the left side of the paper, number from 1 to 10. Write A, B, C at the top.
3. In column A, write the 10 words from the list.
4. Fold column A over column B.
5. Have your family say the 10 words, one at a time, while you write the words in column C.
6. Unfold the paper and check your spellings from column C with the correct spellings in column A.
7. Rewrite any words you missed in column B.
8. Repeat the activity until you know all 10 words.

	A	B	C
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell familiar words.

These are words third-graders need to know how to spell:

near	open
never	other
next	own
once	right
only	round

1. Fold a piece of paper into thirds.
2. On the left side of the paper, number from 1 to 10. Write A, B, C at the top.
3. In column A, write the 10 words from the list.
4. Fold column A over column B.
5. Have your family say the 10 words, one at a time, while you write the words in column C.
6. Unfold the paper and check your spellings from column C with the correct spellings in column A.
7. Rewrite any words you missed in column B.
8. Repeat the activity until you know all 10 words.

	A		B		C
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell familiar words.

These are words third-graders need to know how to spell:

said	their
short	there
should	they
small	though
some	thought

1. Fold a piece of paper into thirds.
2. On the left side of the paper, number from 1 to 10. Write A, B, C at the top.
3. In column A, write the 10 words from the list.
4. Fold column A over column B.
5. Have your family say the 10 words, one at a time, while you write the words in column C.
6. Unfold the paper and check your spellings from column C with the correct spellings in column A.
7. Rewrite any words you missed in column B.
8. Repeat the activity until you know all 10 words.

	A	B	C
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell familiar words.

These are words third-graders need to know how to spell:

through	when
toward	where
under	which
very	while
want	would

1. Fold a piece of paper into thirds.
2. On the left side of the paper, number from 1 to 10. Write A, B, C at the top.
3. In column A, write the 10 words from the list.
4. Fold column A over column B.
5. Have your family say the 10 words, one at a time, while you write the words in column C.
6. Unfold the paper and check your spellings from column C with the correct spellings in column A.
7. Rewrite any words you missed in column B.
8. Repeat the activity until you know all 10 words.

	A		B		C
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to spell longer words.

You can spell longer words by thinking about spelling the small parts or "chunks of sound" you already know from other words.

- Read all of these words:

apartment
basketball
butterfly
December
firefighter
fisherman
gigantic
gingerbread
grandmother
grasshopper



- Choose four words from the list and write them on the lines below. Then write a short sentence for each word.

1. _____

2. _____

3. _____

4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to spell longer words.

You can spell longer words by thinking about spelling the small parts or "chunks of sound" you already know from other words.

- Read all of these words:

hamburger
helicopter
hippopotamus
holiday
jack-o-lantern
kindergarten
lumberjack
microscope
motorcycle
newspaper



- Choose four words from the list and write them on the lines below. Then write a short sentence for each word.

1. _____
2. _____
3. _____
4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

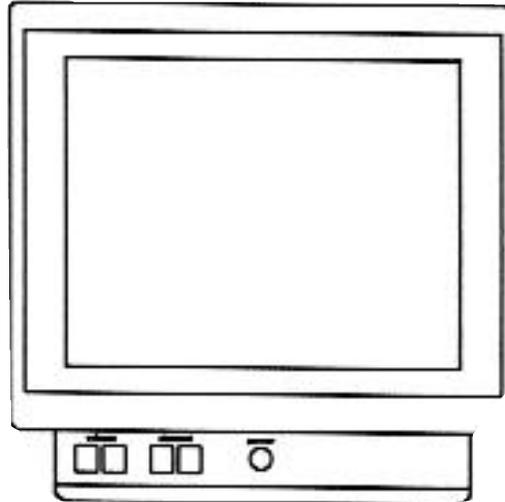
Child's name _____

Dear Family, Your child is beginning to spell longer words.

You can spell longer words by thinking about spelling the small parts or "chunks of sound" you already know from other words.

- Read all of these words:

peanut butter
pumpkin
rainbow
rectangle
schoolhouse
submarine
supermarket
television
upside-down
Washington



- Choose four words from the list and write them on the lines below. Then write a short sentence for each word.

1. _____
2. _____
3. _____
4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell compound words.

Compound words are new words made from two smaller words. To spell a compound word easily, you can think, say, and spell the first word first. Then think, say, and spell the second word.

Example:

Think of **butterfly** as **butter** + **fly**. Say **butter** and spell it. Say **fly** and spell it. Put the two words together.



- Take these **compound words** apart:

rainbow = _____ + _____

schoolhouse = _____ + _____

grandmother = _____ + _____

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.3 Recognize compound words, contractions, common abbreviations and common syntax.

K-3/4.3.2.3 Spell correctly: assigned high-frequency and pattern words in their own writing (MLO.L.1.3).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put words in ABC order.

- To put a group of words in ABC order, first read all the words.
- Then look at the first letter of each word.
- Finally, put the words in ABC order.

Example: bird 1. ant

 ant 2. bird

 tiger 3. tiger

- Follow these steps to put the words below in ABC order. Use the written alphabet to help you do this.

a b c d e f g h i j k l m n o p q r s t u v w x y z

cow 1. _____

fish 2. _____

king 3. _____

turtle 4. _____

anteater 5. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put words in ABC order.

- To put a group of words in ABC order, first read all the words.
- Then look at the first letter of each word. If some of the words begin with the same letter, look at the second letter.
- Finally, put the words in ABC order.

Example:

bird	1. ant
buffalo	2. ape
ant	3. bird
ape	4. buffalo

- Follow these steps to put the words below in ABC order. Use the written alphabet to help you do this.

a b c d e f g h i j k l m n o p q r s t u v w x y z

school 1. _____

summer 2. _____

country 3. _____

capital 4. _____

learn 5. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use a dictionary to check and correct spelling.

A dictionary helps you learn about new words. You can see how to spell words correctly. You can learn how to say the words correctly. You can find out what words mean.

fly (fli)

1. an insect with two wings.
2. to go through the air.



- Spell the word **fly** out loud.
- Say the word **fly**. Use the clue in the parentheses above (**fli**).
- How many meanings does **fly** have? _____
- Use the word **fly** in two new sentences.

1. _____

2. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to add to the number of words he or she knows through reading.

- Think about something you read at home or in school.
- What did you do when you came to a word you didn't know?

-
- Did you sound it out to see if you knew part of it? _____
 - Did you notice parts of the word that were like other words you know? _____
 - Did you ask help from a grown-up? _____
 - Did you use the other words in the sentence to help you?

-
- Did you use a dictionary? _____
 - Which way worked best for you?

-
- How do you make sense of what you're reading when there are words you don't know?

-
- Reread a book or story that had words you didn't know when you read it the first time.
 - Why is it easier to read the words the second time?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to work out the meaning of hard words by noticing how they are used in sentences.

- Read this sentence:
As I walked down the street, I heard footsteps behind me and I began to feel **apprehensive**.
- See if you can use the words nearby to figure out what **apprehensive** means. How would you feel if you were alone and thought someone was following you?

- The word **apprehensive** probably means:

- Here's another one:
The woman couldn't read the words on the page, so the story was **incomprehensible** to her.
- Could the woman understand what was written on the page? _____
- The word **incomprehensible** probably means:

- When you are reading at home and in school, look for ways to use nearby words to help you understand words you get stuck on.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use a dictionary to find out what words mean.

Sometimes you will need to use a dictionary to help you learn the meanings of hard words.

- Read this sentence:

I looked at my homework with **consternation**.

- What do you think **consternation** means?

- What does the dictionary say the word means?

- What else does the dictionary tell you about the word?

- What do you have to know in order to be able to use a dictionary? _____

- When is it a good idea to use a dictionary to learn the meaning of a new word?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use prefixes to help learn new words.

A **prefix** is a word part that comes at the beginning of a word. Prefixes can help us figure out the meanings of words we don't know. For example, the prefix **re-** means "again."

- Look at how **re-** changes the meaning of words in these sentences.

He did his homework.

He **redid** his homework.

She wrote a story.

She **rewrote** a story.

The house was painted.

The house was **repainted**.

- Change these sentences by adding the prefix **re-** to the underlined words. Rewrite the sentence.

1. I wanted to open the book.

2. She told her story.

- Write some sentences of your own using words that begin with **re-**. Use the back of this paper. Read your sentences out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use prefixes to help learn new words.

A **prefix** is a word part that comes at the beginning of a word.

Prefixes can help us figure out the meanings of words we don't know. The prefix **dis-** means "not."

- Look at how **dis-** changes the meaning of the words in these sentences.

I trust him.

I **distrust** him.

She is honest.

She is **dishonest**.

- Change these sentences by adding the prefix **dis-** to the underlined words. Rewrite the sentences.

1. The teacher liked my answer.

2. The ghost appeared on the stairs.

- Write some sentences of your own using words that begin with **dis-**. Use the back of this paper or another piece of paper. Read your sentences out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use suffixes to help learn new words.

A **suffix** is a word part that comes at the end of a word. Suffixes can help us figure out the meanings of words we don't know. For example, the suffix **-er** is added to words to compare them.

A sock is small. An ant is **smaller**.

A hill is high. A mountain is **higher**.

The suffix **-er** can also mean a person who does something.

A person who does work is a **worker**.

A person who teaches is a **teacher**.

A person who owns something is an **owner**.

- Finish these sentences by adding **-er** to the end of the underlined words.

Cake is sweet. Sugar is _____.

A desk is hard. A rock is _____.

A train is fast. An airplane is _____.

A person who likes to read is a _____.

A person who takes a walk is a _____.

A person who likes to play is a _____.

- Write some of your own sentences using words that end in **-er**. Use the back of this paper. Read your sentences out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use more interesting words when speaking.

Sometimes you hear a person say, "You look **nice**." or "That was a **nice** book."

Is **nice** a word you use a lot?

- What are some other words you could use instead of **nice** when you are talking about someone or something you like?

_____	_____
_____	_____
_____	_____
_____	_____

- Use these words to tell a story out loud about a person or thing you like. Write down your story.

- Read your story out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use new words in writing.

- Read something from a newspaper, a magazine, or a book.
- List some new, unusual, or interesting words you found in your reading.

- How can you figure out the meanings of these words?

- When you feel you understand what they mean, think about which ones you would like to use in your own writing.
- On the back of this paper or on a separate paper, use the words to write about something that happened to you.
- Read what you wrote out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-TIME LINKS

Child's name _____

Dear Family, Your child is learning to listen so he or she can follow directions.

- Listen carefully while someone in your family reads these directions to you. Try to follow all the steps in the directions without having to listen to them again.

Directions:

1. Go into the kitchen of your house.
2. Locate and name 10 different kinds of food you find there.
3. Put 2 of them on the kitchen table.
4. Tell someone in your family what they are and why you picked them.
5. Put them away again.

- How did you do? Did you remember all the steps of the directions?

- What are some other times you have to listen and follow directions?

Talk about them with your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multistep directions). K-3/5.3.1.1 Demonstrate active listening strategies such as managing barriers to listening, orienting to speaker, making visual contact, asking

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to figure out the right word to use in a sentence.

- Read this word list:

fan miss kick egg
fed rug lot add

- Use words from this list to complete the sentences below:

1. Have you _____ the dog yet?
2. I like to _____ my football as far as I can.
3. Can you _____ all the numbers?
4. We need one _____ to make this cake.
5. Don't get any mud on the _____ when you walk in.
6. Hurry up or we will _____ the bus.
7. Did you have a _____ of fun at the game?
8. Turn on the _____ to help cool the air.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to figure out the right word to use in a sentence.

- Read this word list:

scrap

shock

chill

scrub

which

sprang

whack

struck

- Use words from this list to complete the sentences below:

1. I felt a _____ from the cold draft of air.

2. The animals _____ from their hiding places and ran.

3. I don't know _____ one to choose.

4. Be sure to _____ all the dirt off the steps.

5. Don't let the branch _____ you in the face!

6. We _____ a big rock that was under the boat.

7. Please pick that _____ of paper off the rug.

8. Don't touch that wire! It may _____ you!

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.7 Use context to determine the meaning of words (semantics).

Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about words that sound the same but are spelled differently.

- Some words sound the same but are spelled differently. These words are called **homophones**.
- Read the homophones below:

eye - I

hear - here

no - know

new - knew

one - won

right - write

- Then read the sentence and write in the correct homophone.

1. My friend and _____ like to play ball.
2. Do you _____ the answer to the question?
3. Our team _____ the game last night.
4. Did you _____ what he said?
5. I got a _____ bike for my birthday.
6. I got the _____ answer to that question.
7. The batter must keep his _____ on the ball.
8. Put the box over _____ on the table.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.7 Use context to determine the meaning of words (semantics).

Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about words that sound alike but have different meaning.

- Some words can sound somewhat alike, but have very different meanings
- Read the word pairs below:

of - off

our - are

who - how

win - when

than - then

on - one

- Then place the right word in the blanks in the sentences below. Be careful!

1. We had _____ big math test yesterday.

2. Tell me _____ it is time to leave.

3. Do you know _____ was on the phone?

4. Please give me one _____ your cookies.

5. This box is bigger _____ that one.

6. Put these books _____ the table.

7. I hope we can _____ the next two games.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.7 Use context to determine the meaning of words (semantics).

Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.

SCHOOL-TIME LINKS

Child's name _____

Dear Family, Your child is learning to write stories that have a clear beginning, middle, and end.

- Write a story about your day at school.
- To plan your story, write some ideas in these boxes.

How I Felt at the Beginning of the Day	What Happened in School	How I Felt at the End of the Day

- Use the back of this paper or another paper to write your story.
- Think of a good way to start your story to get readers interested.
- Use the information you wrote in each box to write each part of your story.
- Try to end your story with the most important thing you want your readers to think or feel.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.2 Develop a topic sentence and supporting sentences (MLO.W.1.2, MLO.W.2.2, MLO.W.3.2).

K-3/3.3.4.1 Write to express personal ideas in stories, poems plays, and other writings that: convey a message; include well-chosen detail to develop the impressions (MLO.W.3.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write first drafts of compositions.

After thinking about what to write, good writers write down their first copy or draft. A good writer often leaves space between the lines because he or she usually changes things later on and needs room to do it. For example:

Last week I had a dream....

FIRST DRAFT

- Talk with your family about a dream you had - one you had a long time ago or one you had in the last week.
- Write down what happened in your dream.

- Use this shortcut description to write a longer first draft of your story.
- Use another piece of paper to make sure you leave spaces between your lines. Your family can help by asking you questions to get you started and to keep you from getting stuck.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to make comparisons between two unlike things.

- When we describe something, we often compare it to something else. For example:

The children are like little angels.

Here, **children** are being compared with **angels**.

- When two unlike things are compared, using the words like or as, a **simile** is formed.
- In each sentence below, underline the two things that are being compared:

1. Her voice was like pure gold.

2. The clouds were like cotton balls.

3. Jane's hair was like corn silk.

4. The bells tolled like claps of thunder.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to edit or revise what he or she writes.

Here is a summary of what good writers do.

Good writers plan their writing.

Good writers get their ideas down on paper.

Good writers expect to make changes in their writing.

Here is a sample of how a good writer changed or **revised** a story to make it better.

FIRST DRAFT	REVISED DRAFT
The dog ran ran into busy the ^ street and was almost big, green hit by a ^ car	The dog ran into the busy street and was almost hit by a big, green car.

- Write something at home with your family.
- When you have finished writing, here are seven ideas to help you revise to make it better:

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Seven Ideas to Help You Revise Your Writing

1. Read your piece of writing out loud. Listen to the sound of your sentences. If they are hard to say, the words probably need changing. Rewrite them.
2. Add some things you left out. Use a pencil or different colored ink to make changes.
3. Add colorful words in at least two places in your story.
4. Try moving some of the words around to new spots.
5. Replace words like "big," "nice," "good," "bad," with words that are clearer.
6. Ask your family to give you ideas on how to make your story better.
7. Check your spelling and punctuation. Correct, neat writing is easier for people to read and understand.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.3.1 Improve the clarity and focus by revising writing based on given or self-generated criteria, and on others' responses (MLO.W.1.4, MLO.W.2.4, MLO.W.3.5).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to focus and organize his or her writing.

Good writers see life around them like a camera with a close-up lens. They notice things and focus on them carefully in their writing.

- Talk with your family about a room in your house. Pick something special about the room, such as:

how it looks how it smells how it feels

- Write about the room by "zooming in" closer and closer on that one thing, such as how it looks. Use the back of this paper or another piece of paper to describe what you see.
- When you have finished writing, read your story out loud to your family.
- Ask your family to help you answer these questions:
 1. Did you stick to one topic? _____
 2. Is your first sentence interesting? _____
 3. Did you end with the most important thing you want your reader to know or feel? _____
 4. Which part of your writing is most important? _____
 5. Is it in the best place to show how important it is? _____
 6. Did you put parts together that talk about the same thing? _____
- Now rewrite your story.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to revise his or her writing to improve information, order of ideas, and style.

- Ask your family to help you come up with some topics you can write about. Look over the list of topics. Which one is the most interesting to you? _____
- Write about the topic using the back of this paper or another piece of paper.
- When you are finished, read your writing out loud to your family.
- Ask your family to help you answer these questions:
 1. Is there some important information you left out?

Add it now.

2. Is something out of place?

Try moving it to a new spot.

3. Did you start right? _____

Make sure your opening sentence is interesting to the reader.

4. Did you end right? _____

Make sure you end with the most important thing you want the reader to know or feel.

5. Did you use different kinds of sentences? _____

- Rewrite some of your sentences if you need to.
- How does your writing sound?
Can people understand it? _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to edit his or her writing to correct mistakes in punctuation and spelling.

- Talk with your family about the most exciting thing that ever happened to you. You are going to write a story about it.
- What ideas do you want to include in your story?

-
-
- How will you group your ideas?

-
-
- On another piece of paper, write a first draft using the ideas you listed. Remember to leave a blank line after each line you write.
 - Ask your family to help you use this checklist to make your writing better:

Checklist of Writing

1. Is my writing neat and easy to read?
 2. Does each sentence begin with a capital letter?
 3. Does each sentence end with a period or a question mark?
 4. Did I spell words correctly?
 5. Did I indent my paragraphs?
- Make any necessary changes and reread your writing to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.3.1 Improve the clarity and focus by revising writing based on given or self-generated criteria, and on others' responses (MLO.W.1.4, MLO.W.2.4, MLO.W.3.5). K-3/3.3.3.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details.

SCHOOL-HOME LINKS

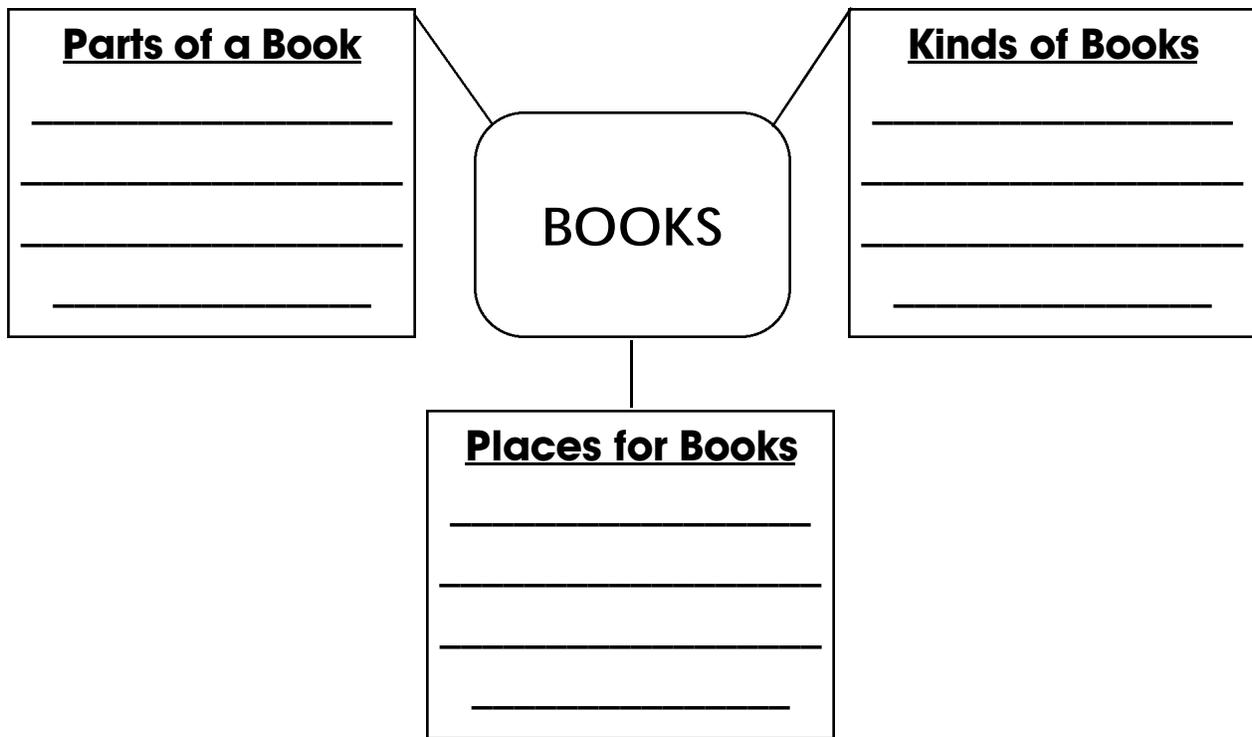
Child's name _____

Dear Family, Your child is learning to write word webs to show how words and ideas are connected.

- Finish this word web by adding the words from the list to the ideas in the boxes.

List

page encyclopedia story title
box shelf biography backpack
pictures chapter desk



- Can you make a word web of your own? Try doing one on animals. Draw your animal word web on the back of this paper.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write descriptions.

When you write to describe something, you are painting a picture with words. A good way to describe something in writing is to use words that tell the reader how something looks, sounds, feels, tastes, and smells.

- Choose a topic to write from the list below or come up with one of your own:
 - a storm
 - a place that makes you happy
 - a scary place
 - a place you love
- What is your topic? _____
- Make a list of ideas you want to include in your description.

- Look over your list and connect ideas that belong together.
- Number the ideas to show which ones will come first in your description.
- Write your description on another piece of paper.
- Make each numbered idea a sentence.
- Think of a title for your description.
- Read your description out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write a story.

- Write a story about something scary that happened to you.
 - Write an opening sentence that will get the reader interested in your story.
-
-

- Now write down several events you're going to include in your story.
-
-

- Number the events and put them in order that will lead to an interesting ending.
 - Write an ending sentence that repeats what you said in the beginning or says the same thing in a different way.
-
-

- Rewrite the story on a separate piece of paper.
- Read your story out loud to your family. Ask your family to help you think of a good title for your story.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write letters.

- Spend 5 or 10 minutes with your family talking about three things you would like to do next week.
- Write a letter to your family describing your plans.

(Date)

Dear Family,

With love,

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.4.1 Write to express personal ideas in stories, poems plays, and other writings that: convey a message; include well-chosen detail to develop the impressions (MLO.W.3.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write directions explaining how to do something.

- Find a plain piece of paper about the size of this page.
- Ask your family to fold it to help you make a paper airplane.
- Explain out loud the steps you took to make the paper airplane.
- Use these questions to help you:

1. What did you do first? _____

2. Then what did you do? _____

3. What was the last thing you did? _____

- Write down all the steps in order on another piece of paper. When you are finished writing, follow your written directions.
- Did you leave anything out?
- Do you need to change anything around?
- **More Fun:** Tell your family the steps needed to tie a shoe. How many steps are needed?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to keep a writer's notebook for keeping track of ideas for his or her writing.

Good writers keep journals to record ideas. You can keep a journal to write down what is important to you or changes that happen to you. By writing down your ideas, you understand them better.

- Ask your family to help you make or buy a notebook.
- Decorate your notebook in a special way so that it looks and feels different from other notebooks you use in school.
- Take time every day to write down your thoughts or to describe things that happen to you.
- Use your writer's notebook to come up with topics for writing at home or in school.
- Share your writer's notebook with your family if you wish.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.3.1 Improve the clarity and focus by revising writing based on given or self-generated criteria, and on others' responses (MLO.W.1.4, MLO.W.2.4, MLO.W.3.5).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to keep a writer's notebook. Here are some ways to use a writer's notebook.

- Look for and write down ideas for writing on the way home from school, at home, or in places you visit.
- Look for interesting topics as you read books.
- Write down your reactions to books or stories you read.
- Copy favorite parts from a book you are reading or the words to a favorite poem or song.
- Write down interesting words and expressions you hear.
- Write family stories.
- Describe things you notice during the day.
- Write down memories you have.
- Make lists of things (birds, trees, kinds of stories, etc).
- Express your opinions about something important to you.
- Write down plans you have.
- Write down questions you have or things you wonder about.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.1 Group related ideas and maintain a consistent focus (MLO.W.1.1, MLO.W.2.1, MLO.W.3.1).

K-3/3.3.8.1 Write independently for an extended period of time to produce at least five final products in different writing contexts (e.g., narration, description) annually.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to gather information and write a list.

- Ask grown-ups in your family about their reading and writing.
- Use these questions.
- Write down their answers.

1. What have you read today? Many things count -- newspapers, bus signs, supermarket ads, cereal boxes, directions on packages, etc.

2. How is reading helpful to you?

3. What did you write today? Please list everything.

4. How is writing helpful?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write a list.

- Ask your family to help you think about and answer these questions.
- Write down your answers.
- What are some reasons why people write? Make a list.

- What supplies should you have when you are writing? Make a list.

- Read your lists to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Parents,

We're off to a very exciting year! This week, the children will bring home and read their first Book Links chapter book! They will be reading for at least 30 minutes per assignment.

Here are some ways you can read a chapter book with your child:

- Your child reads one page out loud. Someone in your family reads the next page out loud while the child listens. Continue taking turns until you reach the end of the chapter.
- Your child reads a chapter from the book silently by him- or herself. Someone in your family reads the chapter silently when the child finishes. Talk together about what stood out for each of you in the chapter.
- Your child and someone in your family read the chapter out loud in unison.
- Your child listens as someone in your family reads the chapter out loud to him or her.
- If the chapter has pictures, your child reads the words while someone in your family talks about the pictures.

Please telephone me at _____ between 5 p.m. and 8 p.m. if you have any questions about Book Links or would like additional pointers on how to read chapter books with your child.

Have fun reading!

M. Teacher

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to guess what will happen in a book before reading and check after reading.

- Read a book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

You are going to make **predictions** about your book.

A **prediction** is a good guess about what will happen.

- Look through the chapter of your book before you read it with your family, and draw two columns on the back of this paper or another piece of paper.
- On the left side of the page, write the heading Predictions. Before you read the chapter, write what you think will happen in the chapter(s) in the Predictions column.
- On the right side of the page, write the heading Reactions.
- After you finish reading the chapter(s), write what actually happened in the chapter(s) and what you thought of it in the Reactions column.
- How did making predictions help you understand the chapter(s) better?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to answer questions about the setting of a book or story.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- Where does the part of the story told in the chapter(s) take place?

- How do you know?

- If this part of the story took place somewhere else or in a different time, how would the story likely change?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to ask questions while reading to understand the book or story better.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- Stop after reading a few pages, and write what you have learned about the characters so far.

- As you think about the rest of the chapter(s), what do you think might happen to the characters?

- How do you think the chapter(s) will end?

- Continue reading until you finish the chapter(s).

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to make connections between books and real life.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- What problems does the author present in the chapter(s) that are like real-life problems you have thought about or lived through?

- If the setting were changed to your neighborhood and the characters were your family and friends, how would the events in the chapter(s) have to change?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to use information he or she already knows to understand a book or story.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- Think about the books you have read or listened to this year.
- So far, is this book like any other book you have read or listened to? Please explain your answer.

- Think about the characters in this book. Are any of them like characters you have met in other books and stories?

- Have you noticed any patterns in the books you have read this year?

- Locate another book by the author of this book. Read it and see if the events and characters are similar.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to make reading an everyday habit.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- What stood out for you most in the chapter(s)?

- To keep track of the chapters and books you have read this year, make a chart as a record of your reading.

You could make a chart like this one:

Child's Name: _____					
Date	Title	Author	Chapter	My Comment	Other's Comment

Your teacher may want you to use a special chart. Whether you make your own or your teacher gives you one, be sure your chart has a place for your family to write comments, too.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to read many different kinds of written material.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- What stood out for you most in the chapter(s)?

- Make a list of all the different kinds of books and reading material you can think of. Ask your family to help you with this.

- Place a check near the books and reading materials you have read so far. Are there some kinds you never read but want to read?
- How can you make sure you are reading many different kinds of books and reading materials?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to become a better reader by choosing harder books.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- Answer these questions about how you read.
 1. What attracts you to a book?

2. How does one book lead you to another book?

3. How do you pick a book that will help you learn to read better?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.8.1 Self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to answer questions about books and stories.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- Who are the characters in the chapter(s)?

- Where do the events in the chapter(s) take place?

- What is a problem that comes up in the chapter(s)?

- How does the author make the characters, the events, and the problem in the chapter(s) seem believable?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to retell the main parts of a story.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- Retell the story in the chapter(s) in your own words. Remember to include in your retelling:
 - The characters
 - The setting
 - The beginning, middle, and end of the chapter(s)
 - The problem and how it is solved or described in the chapter(s).
- Use the back of this page or another piece of paper if you need to.

- Read your thoughts out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to remember what happens in a book.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- How does the author begin the chapter(s)? What is happening at the beginning of the chapter(s)?

- What happens next?

- Then what happens?

- What happens at the end of the chapter(s)?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to draw conclusions about a book or story.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- What important information did the author tell you in the chapter(s)?

- Given this information, what do you think will happen in the rest of the book?

- What makes you think so?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to figure out important ideas in reading.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- Think about all the chapters of the book you have read so far. What ideas does the book make you think about?

- How does the author get you to think about them? Use examples from the book to show what you mean.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to notice how authors present information in nonfiction books.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Nonfiction Title: _____

Author: _____

Chapter(s): _____

- This book presents a lot of information about _____
 - Which of the following ways does the author use to present information? _____
1. Does the author compare things? _____
 2. Does the author show new things are not alike? _____
 3. Does the author give you examples? _____
 4. Does the author tell you the steps of how to do something? _____
 5. Does the author give information according to when things happened? _____
 6. Does the author show how one thing made another thing happen? _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to notice and learn new words while reading.

- Read the assigned chapter(s) with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- Read the letter sent home on page 82 for pointers on how to read chapter books with your family.
- After reading the chapter(s) in any one of these ways, make a list of the new or unusual words you came across in your reading.

_____	_____
_____	_____
_____	_____
_____	_____

- How did the reading help you understand these words?

- Which ones would you like to use in your own writing and talking?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to check for understanding while reading.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- While you are reading, stop every so often to make sure the chapter(s) makes sense. Ask yourself, "Does this make sense?" If it doesn't make sense, go back and reread the pages.

- Write down any questions you have about the chapter(s).

- Why do you think good readers check on themselves while reading?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.5.5 Ask clarifying questions concerning essential textual elements of exposition (e.g., why, how) and demonstrate comprehension by pinpointing answers in text.

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to use information he or she already knows to understand a book or story.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

Before Reading

- Ask yourself these questions:
 1. What do I already know about the characters and events in the chapter(s)?
 2. What new things do I hope to learn in the chapter(s)?

While Reading

- Ask yourself this question:
 1. How does the information I am learning in the chapter(s) compare with what I already know?

After Reading

- Ask yourself these questions:
 1. What did I learn from reading the chapter(s)?
 2. How will this new information be useful to me?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/2.3.2.1 Identify themes in fictional works and relate them to prior experience or the experiences of others (MLO.R.1.3.2, MLO.R.2.3.2).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to follow written directions.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- Talk about what stood out for you in the chapter(s).
- Now follow these directions:
 1. Find at least five different kinds of things to read in your home.
 2. List what they are on the back of this page or on another piece of paper.
 3. Write one or two sentences that tell what kind of information each one gives a reader.
 4. Go back and number your list of things to read according to how much information you get from each one. "1" stands for the most information, "5" stands for the least information.
 5. Read your list and sentences out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____